DOCUMENT RESUME

ED 082 734 JC 730 234

TITLE	Contracting Handbook: Students' Step-By-Step Guide. Community College of Vermont.
INSTITUTION	Vermont Community Colleges, Montpelier.
PUB DATE	[73]
NOTE	31p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Associate Degrees; Community Colleges; Degree Requirements; Educational Objectives; *Guides; *Junior College Students; *Performance Contracts; Performance Criteria; Post Secondary Education
IDENTIFIERS	*Vermont

ABSTRACT

This handbook is designed to help the student understand how to write and complete his/her contract. The ten steps discussed are: (1) find out what CCV offers, (2) decide on a program, (3) develop your learning plan, (4) meet with your local review committee, (5) carry out your learning plan, (6) periodically review your plan, (7) complete your contract, (8) meet with your review committee, (9) final CCV review, and (10) degree is granted. Definitions of CCV terms, the learning plan form, and the contract form are appended. A sample of a completed contract is also attached. (KM)

ED 082734

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CONTRACTING HANDBOOK

Students' Step-By-Step Guide

Community College of Vermont

JC 730 234

FILMED FROM BEST AVAILABLE COPY

TABLE OF CONTENTS

I. Overview

II. The Ten Steps

1. Find Out What CCV Offers

2. Decide on a Program

3. Develop Your Learning Plan

4. Meet With Your Local Review Committee

5. Carry Out Your Learning Plan

6. Periodically Review Your Plan

7. Complete Your Contract

8. Meet With Your Review Committee

9. Final CCV Review

10. Degree is Granted

III. Appendix

A. Definitions

B. The Learning Plan Form

C. The Contract Form

OVERVIEW

The purpose of this handbook is to help you better understand how to write and complete your contract. If you are impatient and want to get right into it, then skip this part and begin reading the next section, "The Ten Steps". If you are interested in knowing why CCV does things differently than most colleges, keep reading.

CCV believes that how we learn is more basic than just what gets learned, and that it is very important for people to take control of their own learning. People who have learned how to learn are more likely to continue learning after they have left the college. For this reason, if you want to work for the associate degree you are asked to write a learning plan in which you set down your answers to three question:

-what do you want to learn?
-how do you want to learn it?
-how will you know when you have learned it?

This plan will later turn into a completed contract. When the contract is fulfilled, you will receive your degree.

CCV also believes that the amount of time spent in class does not automatically mean that you have learned anything. For this reason, the college is "competency-based." Rather than add up time-based "credits" to equal a degree, CCV places its emphasis on the skills, knowledge, and attitudes that actually were learned. All CCV programs are written in terms of "Goals" which broadly state the important things to be learned in that program. There is no mention of how the things are to be learned, for that decision is up to you and is based on your own individual strengths and needs. Along with other students and CCV staff members, you will develop your own ways of meeting the goals and will express them in terms of "objectives"--statements which tell what you can do when you have met a goal. As soon as you demonstrate that you can do what you set out to do, you are ready for your degree.

Finally, CCV believes that people should try to develop more broadly than in just one area. So the college has defined three large areas in which all program goals fall: intellectual, social, and manual/physical competence. When you write your contract you will be asked to make sure that at least one goal comes from each of these ~~three~~ areas.

Three programs are currently available. If you are interested in counseling, child development, education, or mental health para-professional work, you should consider the Human Services program. If you want training for administrative jobs in office occupations, marketing, or business management, you might consider the Administrative Services program. Finally, if you are interested in broadening your own horizons or have ~~a~~special area of interest to follow, the General Studies program is a flexible program which will enable you to design your own individualized learning.

Most important, the college regularly provides opportunities for students to work together in planning their learning. If you have any questions at any time about our procedures, our offerings, or what to do next, please do not hesitate to call your nearest CCV office.

THE TEN STEPS

1. Find out what CCV offers

CCV offers programs in Human Services, Administrative Services, and General Studies leading to a certificate and to the associate degree. You can find out more at your nearest CCV office. If you have specific questions, don't hesitate to discuss them with a staff member.

2. Decide on a program

Each student must choose one program in which she or he wants to earn an associate degree or certificate. The choice is up to you, or course, but before you decide we encourage you to talk to a counselor to find out what the program is about and what kind of opportunities it would provide for you.

A program outline has been written for each program by teachers, students, and experts in that field and has been approved by the State College Trustees for an associate degree. The outline gives a general description of the field and lists the program goals. In some programs there may be many goals from which you choose some. Other programs may list certain goals which must be met with no choice. Still other programs may require some goals but give you a choice in selecting the others. Since it is important for you to know just what is expected of you, we hope you will read several program outlines carefully before you make a decision about which program you want. Please raise any questions with a CCV staff member.

3. Develop your learning plan

At first, your plan may be very fuzzy. Gradually, as you begin working on it, you will find it becoming clearer and clearer until, by the time you feel you are ready to receive your degree, it will be a clearly-stated and documented "contract" of what you have learned and how you learned it. Some students have found it easiest to develop their plan in sections extending over two or three months rather than all at once.

To help you, CCV has provided a form for the learning plan. You will find a copy in the appendix. You are not required to use this plan, but it is similar to the format of the final contract, and many students find it helpful.

The column on the far left is where you list the goals of your program. They should appear basically as they are written in the program outline and will only be different from student to student when the program allows you to select some goals rather than others.

For each program goal, you should decide what you want to be doing or want

to have done when you have met that goal. This is called your objective. There may be only one or there may be several for each goal. The objectives you set for yourself should be realistic. Remember that if you are becoming a member of a profession or skilled field, this means considering generally accepted standards when you set your objectives. Your counselor, other students, and people in your field can help in giving you ideas and suggestions; but objectives should be written in your own words, and they should describe things that you have already learned or want to be able to do or know. These would be written in the second column of the form.

It is not necessary for you to have all your objectives completely figured out when you go for your first approval (see step four). As you learn more about your program and your study area, you may change your mind about what your objectives should be--and that's fine. A learning plan can change as often as you want. Major changes, however, should be cleared with your Local Review Committee.

The third column asks you to guess how long it will take you to meet each objective. This will depend on what you know already, how you plan to learn the necessary skills, attitudes, or values, and the rate of learning that makes you most comfortable. If you have had a lot of experience in your study area, you may have already met an objective and need only write "met" in the date column, or the date may be weeks, months, or years away. Nobody will hold you to your guesses--the main purpose of setting dates is to give you a way to organize your time.

The column on the far right is where you write down how you want to learn what you have to learn in order to meet each objective and how you will prove that you have met it.

4. Meet with your Local Review Committee

Your Local Review Committee is made up of people from your own area in Vermont; some of them are professionals in your field of study, some are CCV teachers, students, or staff. They are made available to you to help you write the very best learning plan possible. They will provide initial approval of your plan and you may use them periodically for suggestions as your plan develops. At the completion of your learning experiences, it is also the function of this group to approve your contract for the degree.

You and your counselor will go before the committee together. They will have received copies of your learning plan before the meeting and will have questions for you about parts of it. Both you and your counselor should feel free to answer their questions honestly, and to tell the committee if you think they have not understood something you wrote down. The committee will not be "testing" you on your knowledge, but rather making sure that you know what you have to do in order to attain a degree and making sure that they know what you want to do too.

5. Carry out your learning plan

After your learning plan has been approved, you go to work on it at your own speed. Below you will find a list of some of the ways you might do this. Remember, you are not limited to just using Community College in your degree work. You may take classes at other schools or from special

interest groups in your community.

Group Course: CCV offers a variety of group courses each term. These courses are established by student demand and an attempt is made to provide a good variety of course offerings to students in each program or study area. Each course is described in a course outline available from your Regional Site. Inform your counselor of the courses you need!

Independent Study: This is a course in which you study alone with a teacher or resource person. Independent studies can be based on your specific student objectives. They might involve reading and discussion, research on a particular problem, or a volunteer project in your neighborhood which you carry out and analyze.

On-the-Job Training: This is best described as a learning experience taking place within a job setting. The O.J.T. Course is set up like any other course at the Community College. A course outline is made naming the job, describing it generally, setting learning objectives, identifying the teacher or supervisor, stating the time period, and listing special materials, books, etc. It is important to note, though, that an O.J.T. does not mean just getting credit for your job; it means deliberately making a learning experience out of your job.

CLEP Tests: CCV is authorized to give the College Level Examination Program tests. These are standardized tests which allow you to receive college credit for areas in which you may have special knowledge. See your counselor for more details.

Home Study: Special "kits" for home study are available in some areas. A number of universities across the country have correspondence courses which prepare you in selected areas. These are also ways for you to learn what you need to meet your objectives. Television course are also available.

Prior Learning: It was mentioned earlier that you might choose an objective that you have already met, or partly met. Or perhaps you have learned some of the skills you need, but not all. Prior learning might have taken place in a job you once had, in a situation that came up in your life, or through a course or training program you have participated in. The type of life and work experiences that can be considered are

numerous; as a guide it is suggested that they have the following characteristics:

1. the experience covered a long enough period of time so that it coul have allowed learning or development of your personality to take place;

2. it was an experience that led to social or occupational skills which you can use;

3. it was an experience that shows you have knowledge that ties in with your program and study area.

Students take the main responsibility for documenting prior learning, and suggested ways of doing it are available from your counselor. You should remember, however, that the documenting of prior learning is not simply a quick route to graduation; you must demonstrate that what you learned is directly related to your program goals.

As you go along, you will start to collect descriptions of your learning -- proof that you have met your objectives. These are gradually added to your learning plan, and together all the material makes up your portfolio. It will include such things as course descriptions, essays about prior learning, letters of reference from previous employers, and transcripts from other schools. If you are not sure about whether something "proves" that you have met an objective, ask your counselor. Meanwhile, add it to your portfolio; it can always be taken out.

6. Periodically review your plan

From time to time, you should take out your plan and check it to see that you are on schedule, are meeting the objectives you intended, and are still sure that your objectives are what you want. If you find that you want to make changes, contact your counselor and discuss them. In general, minor changes can be made with your counselor; major ones should be cleared with your Local Review Committee. A minor change would be if you decide to add or substitute new ways of meeting an objective. A major change would be if you want to change a program goal or several objectives. Check with your counselor if you are unsure.

If you disagree with a decision made by either your counselor or the Local Review Committee, you may appeal it. If the problem is with your counselor, contact the site coordinator; if with the committee, ask to meet again with them to explain your position. If this doesn't work, you may appeal directly to the state-wide CCV Review Board. This group is responsible for college-wide coordination of contracts and is explained in step nine. See your counselor for details.

7. Complete your contract

When you feel you have met all of your objectives and are ready to apply for your degree, it is time to complete your contract. At this point, it should become a record of what you have learned and what you can do.

A blank contract form is in the Appendix. The cover page asks for certain identifying information about you and your counselor. This is because the information may be needed in the future if you decide to transfer your work at CCV to another school of if you request that CCV give information to an employer. Like all of your records, as a CCV student, this information is confidential and cannot be given to anyone outside the college without your say-so.

The next page of the contract looks very much like your learning plan; but because all your work will be complete when you write your degree contract, the date column has been taken out. The column on the far right, Documentation, contains something new. You are asked to number each listing so people can find more information on your work quickly and easily. They will be able to find the same numbers in your list of learning experiences and on the papers in your portfolio.

On the third page is a place for listing all of those learning experiences, both in CCV and other places which you feel are relevant to your objectives. These should be numbered and tied in to the "documentation" column and to the actual documents in your portfolio.

Next comes your student narrative. This is intended both to allow you to pull all your learning experiences together and to provide a general picture of who you are to the Review Committee.

The final sheet is for the names of people who were on your Local Review Committee and the CCV Review Board.

As you are completing your contract, be sure that you have gathered all necessary documents in your portfolio. You will submit your portfolio together with the completed contract to your Review Committee.

8. Meet with your Review Committee

When your degree contract has been written and you have gathered all necessary documents in your portfolio, you and your counselor again go before the Local Review Committee. The purpose of this meeting is to see if you have done what you said you would do. At this review, the committee takes a look at your work based on your degree contract and your portfolio. When they approve your work, your contract and portfolio are sent to the CCV Registrar who forwards it to the CCV Review Board.

9. CCV Review

The CCV Review Board is made up of people qualified in your field and

staff members of the college. It meets three times a year. It is their job to make sure that student work from all around the state reflects essentially the same high quality. Because at least one person from your Local Review Committee is also on the CCV Review Board, there is little danger of your degree contract getting this far and needing any major changes.

In general, neither you nor your counselor will have to attend the CCV Review Board meeting when your degree contract is submitted unless it is a special case.

When your degree contract is approved, the Board will let you know in writing. You will also receive information about graduation ceremonies.

10. Degree is Granted

The associate degree or certificate is officially granted at a graduation ceremony held twice a year.

APPENDICES

APPENDIX A

Definitions of CCV terms

I. Competence

Community College believes in competence. To be competent means that you are good at something. We believe that people should be competent in three main areas: social, physical, and intellectual. Discussion about competence will take place in counseling and will help students see the relationship of being competent to program goals and objectives.

II. The Contract

There are five connected parts to a contract:

1. program goals
2. student objectives
3. list of learning experiences
4. documentation
5. student narrative

Program Goals

Program goals are Community Colleges's recommendations for things people should learn in order to receive the degree in a particular program. These goals have been set by groups made up of students, teachers, and experts in the program area drawn from all over Vermont. Each program lists a number of these goals from which you are to choose a set number. This varies from about twelve to fifteen depending on the program.

Student Objectives

Student objectives describe what you will know or be able to do in meeting the program goals. These will be written by each individual student reflecting his or her own areas of interest within the program.

List of learning experiences

This is a list of all learning experiences which relate to your objectives.

These might include courses, past experiences, independent study, on-the-job training, or any other way that you will meet your objectives.

Documentation

This is the way you prove that the learning experiences actually took place and that you learned what you say you learned. There are many kinds of documentation but they would include course descriptions, transcripts, objects you have made, letters of recommendation, and a variety of other means.

Student Narrative

The narrative is intended both to allow you to pull all your learning experiences together into a whole statement and to provide a general picture of who you are to the Review Boards.

APPENIDX B

STUDENT LEARNING PLAN

Program: Name:

Study Area: Completion date:

Program Goals	Student Objectives	Date	Learning experiences & Documentation

APPENDIX C

Contracting Form

The cover page asks for the following information:

Name	Address
Birth Date	Social Security Number
Sex	
Program	Regional Site
Study area	Date of Approval
Counselor's name	Student signature
Date	

The next four pages follow. They are: student objectives, summary, list of learning experiences, student narrative, and final sheet.

Program Goals	Student Objectives	Documentation

List of Learning Experiences

A list of all learning experiences that relate to student objectives. These may be courses (both at CCV and elsewhere), on-the-job training, CLEP tests, and documented prior learning experiences. All materials contained in the portfolio are indicated here.

Student Narrative

A general statement written by the student. It has two purposes:

--to allow the student to pull the entire experience together into a coherent whole

--to provide readers of the contract with a picture of the student.

On the final sheet are listed the names of the Review Committee members along with their recommendation for the degree.

NOTES

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 9 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ED 082734

SAMPLE CONTRACT

This sample contract is intended to provide the interested reader with an idea of what a Community College of Vermont contract might look like.

It is not a flawless or complete document. Some of the "objectives" might be more tightly written by a professional, documentation is occasionally a bit hazy, and certain documents have been left out to avoid unnecessary length in the sample.

We trust, however, that it will serve to indicate the general sense of how a completed contract might appear at this particular time in our history.

STATE OF VERMONT
COMMUNITY COLLEGE OF VERMONT

CONTRACT-TO-COMPLETE

Student's Name Betty Morgan Birth Date 6-16-47 Sex F

Address RFD, Pumpernickel Junction Social Security No. 006-54-9800

Program Administrative Services Study Area Office Occupations

Regional Site Southeastern Vermont Date of Site Approval 5-23-73

Counselor's Name Helen Goff Counselor's Signature Helen Goff

Date 5-23-73 Student's Signature Betty Morgan

An Associate Degree has been awarded by the Community College of Vermont on June 15, 1973.

Ray Dyer

Raymond Dyer
Director

Official Seal of
Community College
of Vermont

Program Goals	Student Objectives	Documentation
1. Ability to communicate effectively in Administrative Services setting.	Composes good business letters.	1, 3, 6, 18
	Receives phone calls and takes messages.	1, 3
	Writes short stories.	12, 13
2. Ability to use organizational skills.	Keeps filing system with cross-reference; keeps records of office purchases.	1, 3, 18
	Delegates responsibility as president of church women's group; plans and carries out church activities.	4
3. Ability to work productively with colleagues.	Helps break in new employees.	1, 3
	Receives favorable reports from employer and two raises in pay.	1
	Understands self as part of social system.	16, 19
	Receives favorable peer evaluations.	17
4. Knowledge of role of a selected job in light of history or future of Vt.	Wrote paper about likely future in clerical occupations in Vermont	11, 18
5. Ability to define and analyze a problem and test a solution.	Reorganized filing system in office on the basis of problem-solving analysis.	3, 5, 9, 11, 18
6. Ability to use independent judgement and make decisions.	Performed on-the-job duties as secretary for J. H. Henry for one-year training period.	1, 3
	Used decision-making and problem analysis in several job situations.	3, 5

Program Goals	Student Objectives	Documentation
7. Ability to understand cost implications of alternative job actions.	Wrote detailed analysis of costs of buying and using a variety of different office machines.	9
	In charge of minor office equipment purchase; keeps records.	3
	Took bookkeeping course.	7
8. Knowledge of employee obligations and benefits in a selected job.	OJT; explains benefits to new employees	1,3
9. Possession of manual skill.	Makes quilts, embroiders seat covers, does needlepoint; typing	14, 15, 8
10. Demonstrate skills required in selected office occupation to employable level.	Holds secretarial position at J. H. Henry; types 60 w.p.m.; performs basic secretarial duties.	1, 2, 3, 5, 8
11. Knowledge of occupational trends and requirements in the field.	Wrote analysis of likely trends in field.	11
	Did research and read several books on secretarial skills and office occupations.	5, 10
12. Skill in use of office machinery	OJT; teaches use of machinery to new employees.	1, 2, 3

DOCUMENTATION OF LEARNING VEHICLES

1. Letter of recommendation from H. C. Quackenbush
2. Job description from J. H. Henry Co.
3. Report of on-the-job training (OJT)
4. Letter of recommendation from local minister
5. CCV Administrative Services core course
6. Huntington School course in Business English
7. Huntington course in Elementary Bookkeeping
8. CCV Typing and Office Machines course
9. CCV course in Basic Business Management
10. CCV Independent study on office occupations
11. CCV course in Alternative Futures
12. CCV course in Creative Writing
13. Portfolio of stories
14. CCV Crafts course
15. Sample of needlepoint handkerchief
16. Training retreat summary
17. Peer evaluations
18. Additional samples of student work
19. CCV course in Modern Art

STUDENT NARRATIVE

My experience with Community College has been one of the most important events in my life. It is very hard to just put it all down at once. I will begin by telling a little about myself and then write about what I have learned in these last three years.

I am a Vermonter, born in Rutland. I moved to Boston after High School and began studying to be a secretary, but I got married and left my training. When my husband left me with two children, I moved back here to Vermont and took a job with the J. H. Henry Company. I have worked with them for the last five years, having started as a filing clerk and am now a secretary with the Purchasing Division. My career goal is to get a degree which will allow me to be a full-time executive secretary.

I feel that I have learned most of the skills I set out to learn three years ago. I started out just wanting to have a job but now I have "raised my sights" and hope to be promoted to executive secretary. One of the best things for me was that I could build on my training and experience. In this way, my early training, in which I took Business English and Bookkeeping, was not wasted. After I began work on this contract, I set up an on-the-job-training course with Mary Ostrazi, the present office manager, as my supervisor. The course lasted for a year and was one of the most useful experiences in my program. We did a number of projects, including a reorganization of the office files and a flow chart study of the typing pool. She also recommended a num-

ber of very useful books, which I read.

Another important part of my studies was the Administrative Services core study group. This was under Mr. Raphael Stark, the vice-president of T. T. M. & S. He provided us with some very helpful ways of thinking. He used to tell us that it was not what we think, but how we think that is important. This seems to me to be a very deep insight. He taught us problem-solving, decision-making, and even some systems analysis! This course also gave all of us students a chance to get together and share some ideas and our experiences in our own programs. It was partly because of meeting new friends in this course that I decided to take the series on Modern Painters last summer. I learned a lot about art.

I will divide the rest of my experiences into two parts, practical and creative. The practical courses like Bookkeeping, Office Machines, and the OJT were good because they were just that: practical. The other courses like Creative Writing and Crafts were just for fun, although I think they have helped me on my job too. The Futures course really made me think, but I have to say I still don't believe it is worth worrying about the future. I can't really say exactly how the Art course fits into my training as a secretary, but somehow I feel as though it has made me a richer and more sensitive person, and that seems important--to me, at least.

I have to put the independent study in a class by itself because Mrs. Anderson, who was my tutor and who is a member of my Regional Site Review Board, is such an unusual person. She was a secretary to the president of Ethan Allen College for forty years. It was she who taught me that there was a connection between "The Great

Books" and being a good secretary. When the Review Board suggested I "broaden" myself, she offered to help. I will never forget what I learned. (Even now, I am reading Wuthering Heights because of her.)

It is difficult to look back at all I have learned in the last three years and put it in a neat little package. But I guess if I had to, I would say I have learned that if a person wants something badly enough, he can get it. Of course, that lesson wasn't actually taught in any of my classes or even in my practical work on the job, but when I sat down with my CCV counselor three years ago and began to try to think about what I really wanted to do and how I could really do it, I guess that was the first time I had ever dared to do something like that. I can't say it was easy after that; there were a lot of times I wanted to quit, but now that I've really done all that I have, I guess I have learned an important lesson after all.

REGIONAL SITE REVIEW

The Regional Site Review Committee certifies that the above statements and the supporting documents in the student's portfolio are true and accurate. Therefore, the Regional Site Review Committee recommends Betty Morgan for final review by Community College of Vermont.

Names of Regional Review Committee:

May 23, 1973
Date

Ms. Helen Goff

Mr. Rodney Parker

Dr. Roberta Sullivan

Mrs. Dorothy Swertnager

Ms. Betty McFann

Mrs. Ann Henderson

FINAL REVIEW:

The Final Review Committee of the Community College of Vermont finds student Betty Morgan competent within the areas described above and recommends the awarding of an Associate Degree in Administrative Services.

Names of CCV Review Committee:

May 31, 1973
Date

Mr. Jay P. Sorenson

Ms. Betty McFarin

Dr. Leslie T. Reed

Dr. Raymond Dyer

Mr. William E. Williams

Mrs. Elizabeth Lyles

J. H. HENRY CO.

Concord Avenue
Springfield, Vermont

February 29, 1973

To Whom it May Concern:

Betty Morgan came to us in January, 1968. She began work as a clerk in the purchasing section of the firm. Since that time she has performed very satisfactorily in several roles, moving from a base salary through three salary increments based on her performance.

Her present duties are detailed in the enclosed job description; they include such secretarial tasks as the typing of correspondence and memoranda, production typing, use of duplicating machinery, and receiving phone messages. In addition, she has begun to move into minor purchasing functions for the office and record-keeping. For the past year, she has been in charge of orientation for new employees in the office.

I can say with confidence that she has performed most of these duties satisfactorily. Her strongest point has been her congeniality with fellow employees. On the other hand, she sometimes exhibits a degree of carelessness in carrying out the minor--but very important--details of proper administration.

She has asked me to comment specifically on a number of points and I shall do so as follows:

Communication

When she first came to us, Betty was not capable of composing a good letter. She has increasingly accepted responsibility for writing such original letters as requests to other firms for information, letters of acknowledgment, and routine responses. She has done those things well.

Organization

This is Betty's weakest point, but she has shown great improvement during the time she has been with the firm--and, I must confess, especially since she began work with your outfit. She reorganized the files recently and the results have been satisfactory. Her record-keeping has also improved considerably.

Work with Colleagues

This is her strongest point. She has made close friends among the staff here at the firm and has been given responsibility for

breaking in new employees. Almost everyone speaks very highly of her.

Independent Judgment

Betty has come a long way in this area. Increasingly she has taken responsibility in her job. Recently, when the office manager was away, she took over the role and demonstrated readiness to accept and carry out the added responsibilities.

In summary, I would say that, with the exceptions noted, Mrs. Morgan has been a very capable employee and we look forward to her continued activity here at J. H. Henry Company.

Submitted as signed,

Harry C Quackenbush

Harry C. Quackenbush
Purchasing Supervisor

February 29, 1973

JOB DESCRIPTION

PURCHASING DIVISION SECRETARY

Job Description--Responsibilities

Typing correspondence and memoranda, reports, minutes, and agenda as well as production work to facilitate Purchasing Division staff's constituent communication.

Reception duties, including greeting visitors, answering telephone calls, answering general questions regarding the Purchasing Division, and relaying calls or messages to the appropriate staff member.

Handling incoming and outgoing mail, including forwarding incoming mail to proper staff member, separating priority incoming mail from other mail, mailing outgoing mail with correct addresses and proper postage, and knowledge of the different classes of mail.

Responsible for daily appointments and schedules for Purchasing Division staff.

Maintaining an accurate and organized filing system so that both secretary and staff can locate materials in the reasonable amount of time in a systematic way.

Composing routine correspondence and using form letters.

Order necessary supplies for Purchasing Division, keeping records of the supplies, and using foresight in ordering.

Knowledge of duplicating machinery which includes Xerox Machine, Fluid Duplicator, and Stencil Duplicator. Secretary should be able to determine which is most economical and practical for a job, how to operate each, how to clean and properly maintain each, repair minor malfunctions of the machines, and call proper repair service upon machine failure.

Knowledge of basic double-entry bookkeeping and be able to do with accuracy.

Training new employees in the Purchasing Division so that they become familiar with their job duties and are capable of performing them satisfactorily.

OJT REPORT

(This is made out in course description form with details of learning objectives and the type of work Betty was carrying out. It also consists of a series of evaluation reports written by both Betty and her OJT supervisor, the office manager. Planning for the OJT was carried out in close conjunction with a CCV staff member.

In addition to the reports are included several summaries of the special projects [such as the filing reorganization] Betty carried out as well as a reading list.)

CHURCH of CHRIST

To Whom it May Concern:

I have known Betty Morgan ever since she arrived in Pumpernickle Jct. five years ago. She has always been active in Church affairs, and has served as President of the Rummage Sale Club for the past years. She has been a truly wonderful lay officer in this position, her warm personality radiating help to those less fortunate. Her participation in a recent religious retreat helped us all understand ourselves and others immeasurably. I cannot recommend her too highly.

Respectively submitted,
(Rev.) Oscar C. Pineal
Church of Christ
Pumpernickle Jct., Vt.

COMMUNITY COLLEGE OF VERMONT

COURSE LIST

Creative Writing. . . . . Spring, 1971

Typing and Office Machines. . . . . Fall, 1971

Vermont Crafts. . . . . Fall, 1971

Administrative Services Core. . . . . Spring, 1972

Alternative Futures . . . . . Spring, 1972

Basic Business Management . . . . . Spring, 1972

Modern American Painters. . . . . Summer, 1972

Administrative Services Core. . . . . Fall, 1972

On-the-Job Training . . . . . Fall, 1972

Independent Study . . . . . Spring, 1973

On-the-Job Training . . . . . Spring, 1973

(A full description of each course is included as well as student self-evaluations and narrative evaluations by the teachers.)

HUNTINGTON SCHOOL

514 Tremont Street

Boston, Massachusetts

where better women are made~~

Name: Betty Morgan Social Security No: 006/54/9800

Address: 24 Ledgemere Road, Boston, Massachusetts

Date of Birth: June 16, 1947 Place: Rutland, Vermont

Previous Education: Rutland Elementary School
Rutland High School

Subjects Year: 1965	Semester 1 Grades	Semester 1 Credits
English Composition	B	3
Elementary Bookkeeping I	A	3
Business English	C	3
Typing I	B	4
Grooming and Hygienics	B	2

90 - 100 A
80 - 89 B
70 - 79 C transfer certification
60 - 669 D
Below 60 F failing

Irving L Mudd

Irving L. Mudd
Registrar

Date Issued: February 7, 1973

P A T A S S O C I A T E S , I N C .

"PROJECTS TO ADVANCE THEOLOGY"

147 Joy Street Boston, Mass.

TRAINING RETREAT SUMMARY

On the weekend of May 11-13, 1972, followed by evening meetings for six subsequent Wednesday's, the Christ Church of Pumpernickel Junction, Vermont, sponsored a retreat for community members aimed at bringing about closer understanding among people of all ages.

The purposes of the retreat were to help people to:

- understand better how others see them;

- understand themselves better;

- understand better how groups work;

- deepen their religious faith.

Through a series of group exercises and interpersonal encounters, the participants did approach the intended exit behaviors. Full evaluation data and analysis are available upon request.

R Niebuhr

R. Niebuhr, Assistant Director
PAT ASSOCIATES, INC.

February 15, 1973